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ABSTRACT

The 14 lessons in this guide are intended to enhance elementary students' personal correspondence skills. The activities encourage creative personal interdisciplinary expression in language arts, visual arts, social studies, science, and mathematics through lessons that can be presented independently or integrated into existing lesson plans. Each lesson has a clearly stated objective and a "What To Do" section to get projects started. Additional sections include: "Communication Ideas"; "Suggested Art Techniques"; "Making Connections"; and "Book Suggestions." General information for teachers offers ideas for assessment, displaying student work, and cooperative learning. Mailbox activities provide correspondence information from the U.S. Postal Service and encourage correspondence networking and exchange. (MM)

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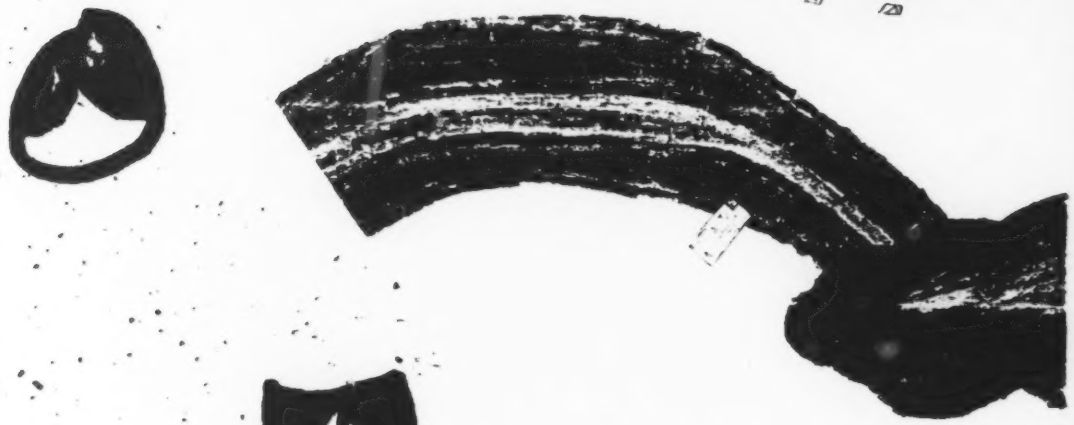
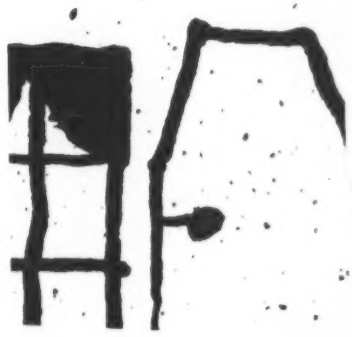
AN INNOVATIVE SCHOOL PROGRAM FOR TEACHING COMMUNICATION

VOLUME 2

Creative EXCHANGE





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Julie Rosenberg Lehrer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Dear Teacher,

Among the most important vehicles your students use for communication is the written word. Through writing, your students will find their personal expressions more creative, more powerful, and more memorable.

Creative Exchange, an innovative school program for teaching communication, was designed to enhance your students' personal correspondence skills. The fourteen carefully crafted lessons inspire students to capture their feelings and ideas in words and art, creating long-lasting, tangible expressions.

The spectrum of cross-curricular lessons whisks students from other eras to outer galaxies, inspiring students to encounter a range of timely subjects and favorite literature along the way. Students work in both fact and fiction to craft a variety of keepsake communications, from notes and letters to colorful cards and journals.

Many imaginative teachers, students, and principals have shared in the development and review of *Creative Exchange*. We hope you'll enjoy sharing it with your students and colleagues as well.

Sincerely,

Julienne Gehrer
Senior Editor and Program Manager
Hallmark Cards, Inc.

Cheri Sterman
Director of Early Childhood and Elementary Education
Binney and Smith, Inc.
Makers of Crayola® products

Samuel G. Sava
Executive Director
National Association of Elementary School Principals

Peter T. Zeranski
Manager, Correspondence & Transactions
U.S. Postal Service

Susan Moger
Senior Editor
Scholastic Inc.

curriculum • connections

ACTIVITIES	PAGE	LANGUAGE ARTS	VISUAL ARTS	SOCIAL STUDIES	MATH	SCIENCE
Hello From Third Grade	4	X	X		X	
Climb Into A Book	5	X	X	X		
Pop-Up Planet	6	X	X			X
Mailbox 1	7	X	X	X	X	
New Arrivals	7	X	X	X	X	X
What Was It Like?	8	X	X	X		
Celebrate Earth Day!	9	X	X	X		X
Friendship Quilts	10	X	X	X	X	
Food For Thought	10	X	X			X
Mailbox 2	11	X	X	X		
Star Writers	12	X	X		X	X
Bridging Boundaries	13	X	X	X		
Mailbox 3	14		X	X		X
Welcome To Our World	14	X	X		X	
You Make The Headlines	15	X	X	X		
Recycle Me	16	X	X	X		X
Family Focus: Sarah, Plain And Tall	17	X	X	X		

Creative EXCHANGE

The materials provided with this program give you the foundation for dozens of engaging and educationally rich communication activities.

ABOUT THE LESSONS

- Open the door to creative personal expression in language arts and visual arts, social studies, science, and math by using these lessons as a stand-alone unit or by integrating them into existing lesson plans.
- Make each lesson work for you by adapting it to fit your class's interests and abilities.

LESSON FORMAT

- Each lesson has a clearly stated objective; a "What to Do" section, to get projects started; and suggestions for making your students' creative expressions sparkle.
- The "Making Connections" section gives you ideas for distributing and displaying children's work inside and outside the classroom.

SUGGESTED ART TECHNIQUES

- Add impact to student communications by using the Suggested Art Techniques to express ideas and feelings visually.

SUGGESTED BOOKS

- Tap into children's excitement about each topic with the books listed in each lesson.
- Create your own book list by compiling suggestions from librarians and other sources.

ABOUT THE "MAILBOXES"

- Students will enjoy taking the perspectives of a postmaster and a postal carrier as they learn about the U.S. Postal Service.

COLLECTING GREETING CARDS

- Gather a classroom collection of sample greeting cards. They provide students with good examples of how text and art can work together, and they demonstrate how feelings can be expressed in many different ways. Invite children to bring in cards, and add some of your own. The variety of sizes, shapes, and features will inspire students to create unique cards.

ASSESSMENT

- *Creative Exchange* lessons are ideal for portfolio assessment. At the completion of each lesson, ask students to reflect on their experiences.
- Place students' reflections in folders along with their choice of samples of their best work. Discuss the contents periodically.

COOPERATIVE LEARNING

- Boost your students' cooperative learning skills by teaming them up to gather, organize, and process information. Group experiences reinforce oral communication skills and provide opportunities for self-esteem to flourish.

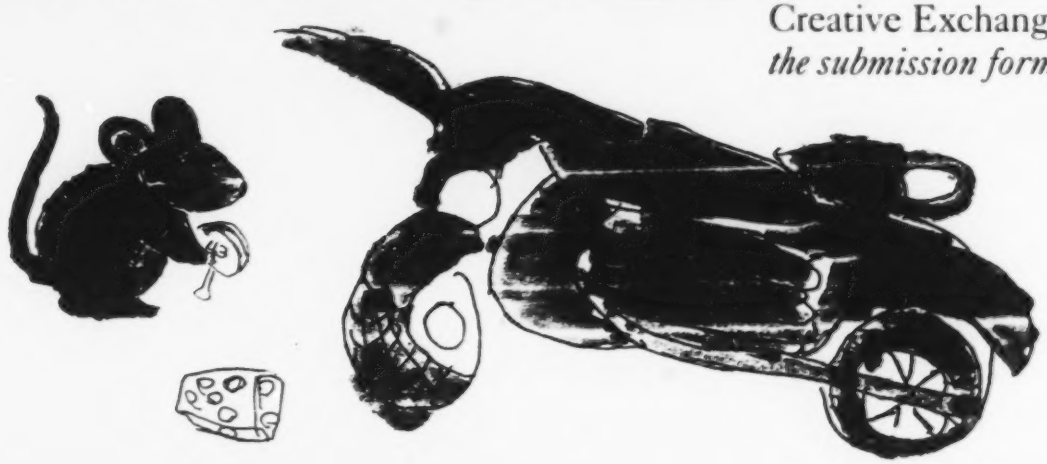
ENCOURAGE CORRESPONDENCE BETWEEN GRADES

- Work with teachers of other grade levels to establish an in-school correspondence network for your students. All grades can benefit by building relationships through the exciting exchange of personal correspondence.

Address inquiries to: *Creative Exchange*
Mail Drop #216
Hallmark Cards, Inc.
P.O. Box 419034
Kansas City, MO 64141

Calling all teachers!

Send us examples of your students' best work, so it can be considered for future publication in Creative Exchange. *Use the submission form below*



Creative

EXCHANGE

CORRESPONDENCE SUBMISSION FORM

Your child's work can be considered for publication by *Creative Exchange*—an innovative school program for teaching communication.

Each submission must be accompanied by a signed copy of this form. PLEASE PRINT.

Student's Name:

Grade: Age:

Home Address:

City:

State: ZIP Code:

Parent or Guardian:

Teacher:

School:

Address:

City:

State: ZIP Code:

I certify that I understand the correspondence submission information and give Hallmark my permission to exhibit, use, and publish the work without compensation, in conjunction with the *Creative Exchange* educational program.

Parent/Guardian Signature:

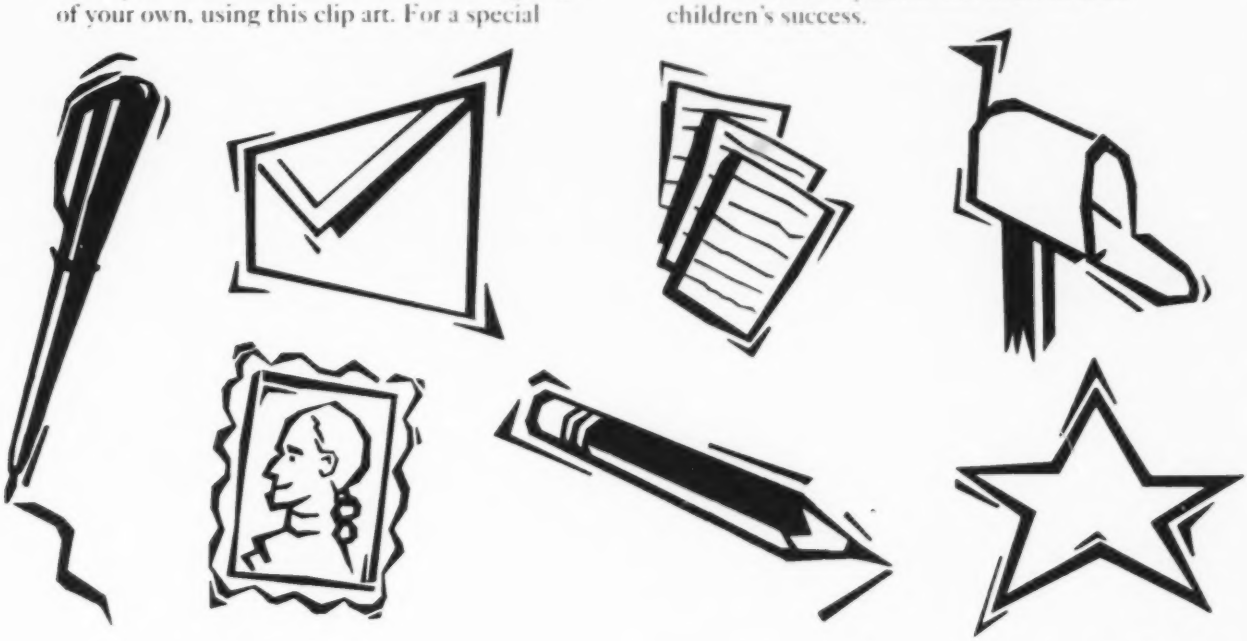
Date:

Sorry, submissions cannot be returned.

MAIL TO: *Creative Exchange*
Submissions
Mail Drop #149
Hallmark Cards, Inc.
P.O. Box 410357
Kansas City, MO 64141-0357

Celebrate Students' Hard Work

Cheer students on with a certificate that applauds their creativity. You can make copies of the reproducible certificate below or design one of your own, using this clip art. For a special touch, photocopy the final product on colored or parchment paper. Send the certificates home with students so parents can share in their children's success.



AN INNOVATIVE SCHOOL PROGRAM FOR TEACHING COMMUNICATION

Creative
EXCHANGE

STUDENT

IS A SUPER CREATIVE COMMUNICATOR

TEACHER

PRINCIPAL

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NAESP
THE NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
UNITED STATES POSTAL SERVICE.
We Deliver For You.

hello from 3rd grade

OBJECTIVE: *Third graders share the highlights of this exciting year with second graders in one-to-one or class-to-class correspondence.*

What to Do

- Start by brainstorming with students about some of the questions they had as second graders about third grade, and their feelings and thoughts now that they're in third grade. Discussing this at various times throughout the year will allow students to compare their thoughts at different stages.
- Have students keep written records of what they have learned and how they think they have changed since second grade.

COMMUNICATION IDEAS

- With the cooperation of a second-grade teacher, you can pair up your students with second graders to start a correspondence. Alternatively, you can prepare a series of letters from the whole class to a second-grade class.
- Third graders might report on what they like best about their year so far and what second graders have to look forward to. Letters could include descriptions of books, field trips ("This week, we got to go somewhere we've never been before"), and students' feelings ("I definitely get to do more on my own this year").
- Second graders could respond with questions (to be answered in succeeding letters). Third graders could also keep diaries for their "pen pals" and send copies to them periodically.

SUGGESTED ART TECHNIQUE

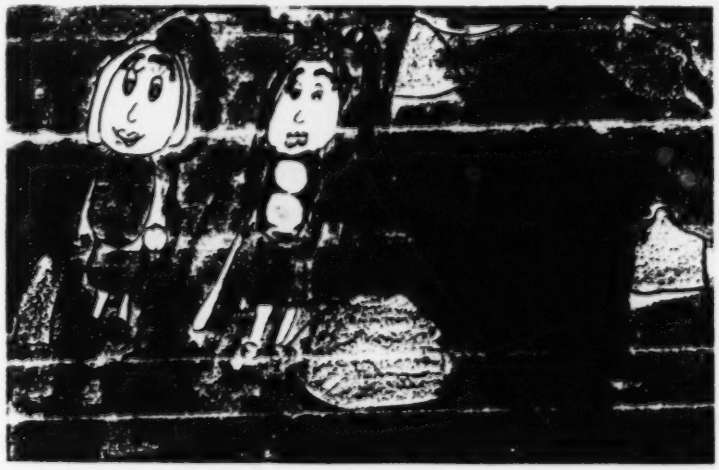
- Use markers or colored pencils to create scenes representing third-grade experiences—or use actual photos taken in class. Draw colorful borders around the pictures, adding motifs that complement the scenes. For example, a class picnic can be framed with a border of sandwiches and picnic ants, while a math lesson could be framed with numerals, pencils, and erasers. (See Mailbox 3 on page 14 for ideas on making special classroom mailboxes for grade-to-grade correspondence.)

MAKING CONNECTIONS

- Students could write at designated times, such as holidays or every other month, or they could report on a particular subject. ("We've started something else new in math!")
- At the end of the year, third graders could write "Welcome to Third Grade!" letters to the second graders, with special tips, or send an invitation to tour their classroom and have a question-and-answer session.

BOOK SUGGESTIONS

- *Guinea Pigs Don't Talk*, Laurie Myers; *Shark in School*, Patricia Reilly Griff.



climb into a book

OBJECTIVE: *Using their favorite books, students will explore different kinds of communication among characters and authors.*

What to Do

- Start by having students brainstorm a list of favorite or recently read books. Students should think about outstanding characteristics of some of the characters, such as Madeline's bravery (Ludwig Bemelman's *Madeline* series).
- Students should come up with possible questions and conversations among characters, as well as between themselves and different characters.

COMMUNICATION IDEAS

- Students should create cards based on the books they have chosen.
- They can include questions they would like to ask a fictional character, such as, "Did Charlotte's children ever write messages about you, Wilbur?"
- Students might also imagine ways for characters from different stories to communicate: Cinderella might write to Sleeping Beauty, comparing notes. Students could imagine characters corresponding after the book or story.
- Invite students to imagine the characters in a book or story writing to their creators. Perhaps The Cat in the Hat would ask Dr. Seuss for another cat to play with.

SUGGESTED ART TECHNIQUE

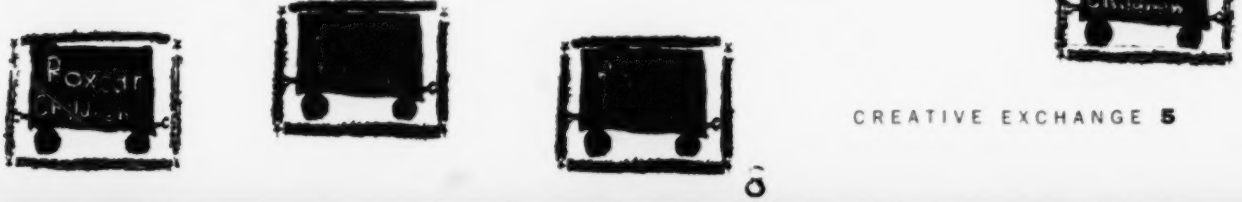
- Design personalized note cards or stationery appropriate for the selected character or book. Pick an item relating to the story (e.g., a candy bar for *Willie Wonka and the Chocolate Factory*), and then draw the image in pencil on a piece of paper or a note card. Trace over the pencil lines with a fine black marker. Photocopy the paper or card to make multiple copies of the stationery. Individual copies can be highlighted with color.

MAKING CONNECTIONS

- Students could also write to authors, asking questions about characters, plots, or endings. One example, addressed to Madeleine L'Engle: "How did you decide on the title for *A Wrinkle in Time*?"
- Cards featuring characters' correspondence could be sent to the authors of the books or displayed in the school library; copies could also be kept in the class, so students could use them to create skits.

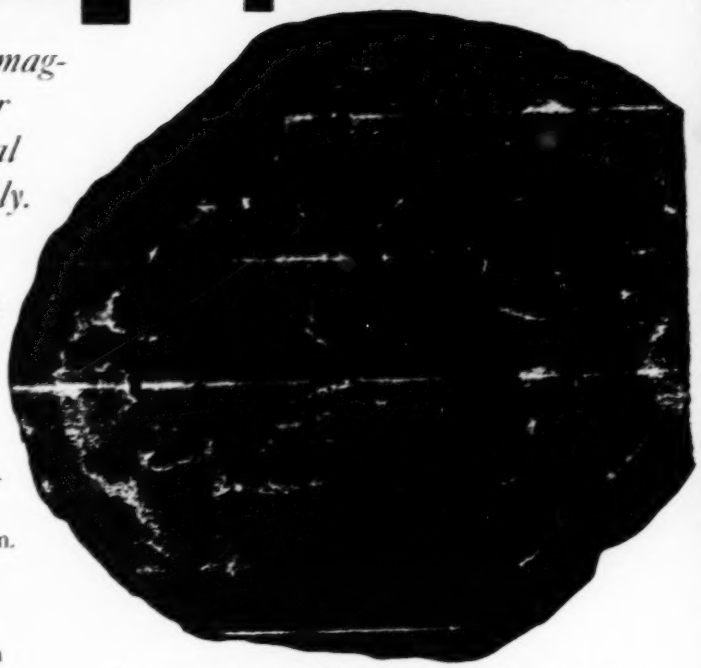
BOOK SUGGESTIONS

- *Frances Hodgson Burnett: Beyond the Secret Garden*, Angelica Shirley Carpenter and Jean Shirley; *The Neverending Story*, Michael Ende; *Talking with Artists*, Pat Cummings; *The Jolly Postman or Other People's Letters*, Janet Allan Ahlberg.



pop-up planet

OBJECTIVE: *Students announce their imaginary discoveries of planets in another solar system through multidimensional correspondence with friends and family.*

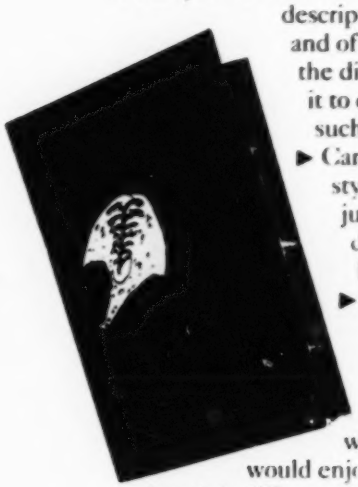


What to Do

- Have students learn about some of the physical features of actual planets to give them ideas for the planets they "discover."
- Next, talk about how symbols are used to communicate; for example, the 50 stars in the American flag symbolize the 50 states.
- Students then use their research as the basis for their descriptions of the planets they discover, complete with symbols such as a flag or emblem.

COMMUNICATION IDEAS

- Students can create pop–up or other cards announcing the discovery of their planets. Each card can include drawings of the planet's features, with symbols of its civilization (if any); a description of its physical features and of the student's feelings about the discovery, perhaps comparing it to other important discoveries, such as gravity or electricity.
- Cards could be created in the style of a news flash: "This just in—Jennifer Smith has discovered Zapnoz, a 40-billion-ton planet."
- Students might also write their cards as invitations: "Come visit the gorgeous gardens of Garban..." Students could explain why they think visitors would enjoy seeing this planet, and how it is different from Earth.



SUGGESTED ART TECHNIQUE

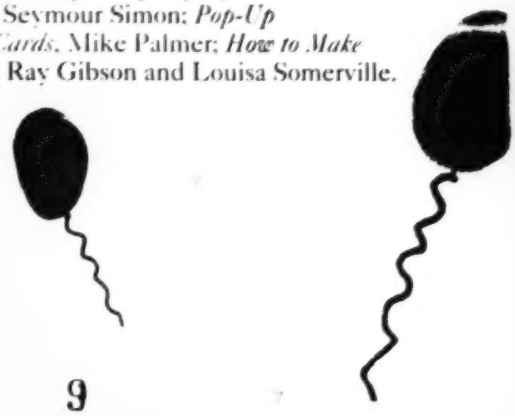
- Create exciting cards with one or more pop-up features (e.g., a planet's moons, mountains, or rings). A simple pop-up method is to make three or four accordion folds in thin strips of paper. Tape one end of the folded strip to the card, the other to the pop-up feature. Use color-over-color markers to create background scenes and pop-up details.

MAKING CONNECTIONS

- Completed cards could be sent to family and friends as part of a class project or as invitations to a special classroom event. Parents might present the cards for "admission" so that the cards could then be displayed in class.
- Samples of completed cards might also be sent to the National Air and Space Museum in Washington, D.C., or to a local planetarium. They could also serve as invitations, asking speakers from museums to come to the school.

BOOK SUGGESTIONS

- *How to Make Super Pop–Ups*, Joan Irvine; *Galaxies*, Seymour Simon; *Pop-Up Greeting Cards*, Mike Palmer; *How to Make Pop-Ups*, Ray Gibson and Louisa Somerville.



new arrivals

ANNOUNCING THE ARRIVAL OF
Woodchuck
BIRTH DATE April
BIRTH WEIGHT 1 to 1½ ounces
LOCATION Virginia
WILL STAY AT HOME FOR 6 months
WILL GROW UP TO BE 16 to 20 inches
5 to 10 pounds
LIKES TO EAT flowers and leaves

OBJECTIVE: *Students will learn about wild and domestic animal babies and create "birth announcements" to describe their findings.*

What to Do

- Start with a class discussion about animal babies— pets, wild animals, and farm animals.
- Students should locate information about a specific animal they have chosen—including its size and abilities at birth, favorite habitat, habits, diet, and offspring name: piglet, cub. Using graphs, they can compare sizes, weights, and growth rates of animals.
- Students can obtain information from local libraries and zoos, farms, or environmental organizations.

COMMUNICATION IDEAS

- Students might create "birth announcements" for their baby animals. "There's a new addition to the zoo! We have a baby kangaroo!" They can also include a quote from a favorite poem or story.

SUGGESTED ART TECHNIQUE

- Create surprising "peek" cards by cutting a small opening in the card front that previews the design inside. "Peek" to a detail of the design (stripes, for instance), and then reveal the whole design (a zebra) when the card is opened. Carve paw-print shapes into a flattened side of a soft clay ball. Dip the design into paint and stamp it onto the card front.

MAKING CONNECTIONS

- When the cards are completed, they can be displayed and then made into a class book.
- The cards could be sent to museums, animal hospitals or shelters, or animal breeders.

BOOK SUGGESTIONS

- *Koko's Kitten*, Francine Patterson; *White Bear, Ice Bear*, Joanne Ryder.

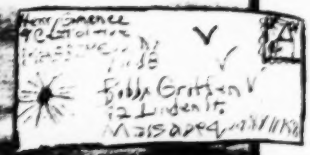
the envelope, please

CHALLENGE: It's your job to deliver 50 birthday cards and 20 letters. What information will you need to deliver each piece?

SOLUTION: To deliver mail, postal carriers need the following on each envelope: name; address (including street and number); town; state; ZIP Code.

CHALLENGE: The postmaster just gave you a giant mailbag filled with letters to deliver. How will you sort the mail? How many pieces can you sort in an hour?

SOLUTION: The post office sorts mail by city, state, and ZIP Code. In the past, mail was sorted by hand. Now, computerized equipment sorts it at the rate of 36,000 pieces an hour.



MAKE IT/DO IT

- Make a class map of the U.S. for students to chart the travels of all their correspondence. Mark the origin and destination of all the mail they receive and send.
- Write postal abbreviations on adhesive labels, and then challenge students to place them on the corresponding states.

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what was it like?

OBJECTIVE: *By imagining they're writing to someone out of the past, students will compare the U.S. today with a period in history.*

What to Do

- Before embarking on their project, students need to learn what the world was like 100 years ago. For research, they can use encyclopedias and biographies, pictorial histories of the United States, and information from local museums or historical societies. Ask students to think of questions to ask people who lived at that time.

COMMUNICATION IDEAS

- Students may choose to write to well-known people of the late 1890s and early 1900s, such as Geronimo, Susan B. Anthony, or George Washington Carver. They might also want to write to their own ancestors or to characters in books, such as those in Ellen Levine's *If You Traveled West in a Covered Wagon* or *If Your Name Was Changed at Ellis Island.*
- Students can write letters asking questions about the world as it was early in this century, such as "What was your home like?" and "What kind of education did you have?" Based on their research, students can create responses from their correspondents.
- In their letters, students might also point out the way things are now.
- Illustrations of the U.S. then and now can accompany the letters.

SUGGESTED ART TECHNIQUE

- To simulate historical correspondence on aging paper, gently tear card or letter edges and create both the card design and message with black ink. Draw with sepia or brown chalk on the torn paper edges, and then use a tissue to brush the chalk gently toward the center of the card. For cards and letters depicting present-day communications, write and draw using bright or fluorescent colored markers. These will contrast with the "older" communications.

MAKING CONNECTIONS

- Correspondence can be displayed in class or the school library, or sent to historical societies, libraries, or museums.

BOOK SUGGESTIONS

- *Geronimo, Apache Warrior,* Melissa Schwartz; *A Pocketful of Goobers: A Story About George Washington Carver,* Barbara Mitchell; *Native American Doctor: The Story of Susan LaFlesche Picotte,* Jeri Ferris.

celebrate earth day!

OBJECTIVE: *Students will undertake a planting project and create Earth Day cards.*

What to Do

- In preparation for Earth Day, students can read about and discuss the Earth's wonders and the ways in which people are working to preserve them for the future.
- Students can then list environmental changes they have observed and learned about, and tell what they hope to see in the future.
- Finally, you might discuss an appropriate class celebration for Earth Day, such as creating a community or school garden or donating plants or trees to a local nursing home or park.

COMMUNICATION IDEAS

- Class members might write to local nurseries to ask for donations of plants, trees, and flowers to plant in celebration of Earth Day. Alternatively, they might start raising money for a class plant-buying fund. At the same time, students could write to local officials for permission to plant an Earth Day garden in a local park; or to nursing home managers about creating a garden or planting window boxes for the residents.

- Earth Day cards can serve as thank you notes for donations of plants or as announcements of fund-raising activities.
- In addition, students might express their environmental hopes for the future on the cards.

SUGGESTED ART TECHNIQUE

- Create unique Earth Day cards by starting with items from nature. Collect leaves in various sizes and shapes, arrange on a desktop, and then cover with a sheet of drawing paper. Gently rub over the leaves, using the sides of unwrapped crayons in earthy, natural colors. Highlight the rubbings with watercolor washes, which will be resisted by the waxy crayon surface, and tint the remaining areas of the paper.

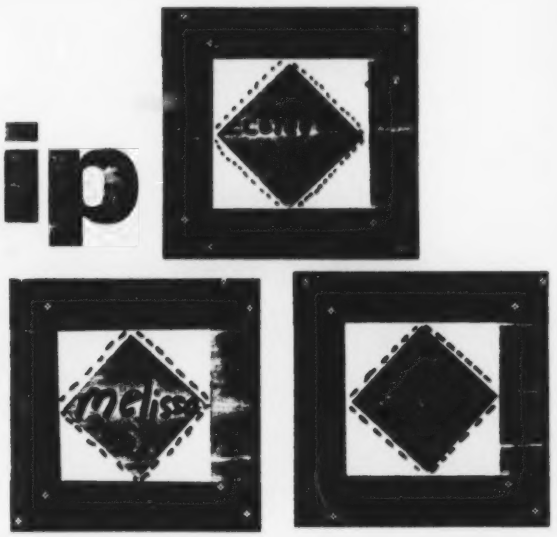
MAKING CONNECTIONS

- Students might create cards about a plant or flower with descriptions and growing information. Seed packets could then be attached to cards and sent as gifts.
- Cards expressing students' environmental hopes could be sent to local officials, and copies could be put in a class "time capsule" to be read later.
- As part of an Earth Day celebration, cards could be displayed around the school.

BOOK SUGGESTIONS

- *Earth Day*, Linda Lowery; *The Earth Is Painted Green*, Barbara Brenner, ed.; *Hands Around Lincoln School*, Frank Asch.

friendship quilts



OBJECTIVE: *Students create friendship quilt cards that can be displayed together to form a giant quilt.*

What to Do

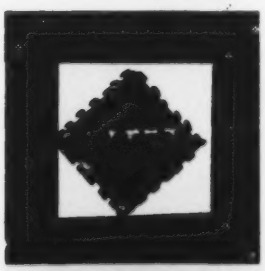
- Start off with a class discussion about quilts in American history.
- Point out the different geometric shapes used in famous quilt patterns, such as Friendship, Log Cabin, or Star Quilts.

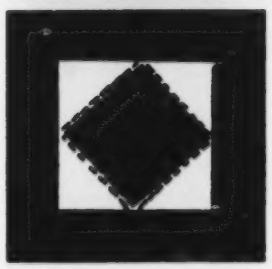
COMMUNICATION IDEAS

- Students can create cards for each other resembling Friendship Quilts.
- Inside the card there could be a poem about friendship or a greeting.

SUGGESTED ART TECHNIQUE

- Individual quilt cards can be "pieced" together to simulate a large Friendship Quilt. Cut and paste construction paper in geometric shapes and motifs onto the covers of 5-inch square, blank greeting cards. Simulate stitches with small dashes made with black marker around the motifs or across the surface of the design. On the inside card, highlight the poem or message with coordinating colors. When cards are assembled, accent the designed squares with alternating solid-colored squares.





MAKING CONNECTIONS

- For Valentine's Day, students can use heart shapes as the basic patchwork pattern.
- Giant "quilts" can be presented as thanks for a new playground or a recycling effort.
- Completed "quilts" can be displayed in the school or library or post office. They might also be sent to a senior-citizen or day-care center as a colorful communication.

BOOK SUGGESTIONS

- *Sewing Quilts*, Ann Turner; *Good Morning to You, Valentine*, Bennett Hopkins; *The Keeping Quilt*, Patricia Polacco.

food f

OBJECTIVE: *Students will serve up information about foods to communicate request. or thanks to school food-service workers.*

What to Do

- Apples? Potatoes? Peanuts? Have students get the scoop on their favorite food's nutritional value, and how and where it grows.

COMMUNICATION IDEAS

- Students can compose poems or a few lines of praise about the food they have chosen to express their feelings: "Red apples, yellow apples, they're so sweet; better than candy, they're my favorite treat."
- On the back of the card, students can "profile" their food with nutritional information.

stamp studio

CHALLENGE: You run the local post office. Mrs. Baker just walked in with invitations to mail for her son's party. Three postal carriers just delivered sacks of mail for sorting and delivery. How much will you charge Mrs. Baker to deliver her letters? How do your postal carriers know that the mail they deliver has been paid for?

SOLUTION: The U.S. Postal Service uses stamps to show that you have paid for the service of having a letter delivered to its destination.

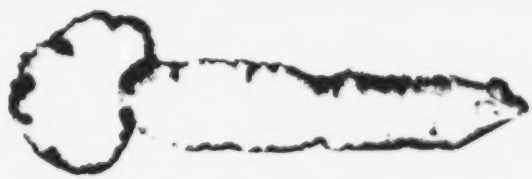
CHALLENGE: You run the U.S. Postal Service in Washington, D.C. An environmental group wants you to put a picture of the California condor on the next postage stamp. Yesterday, an historical association requested the same honor for Harriet Tubman. Your mailbox is filled with similar requests. How will you decide which ones to fulfill?

SOLUTION: The U.S. Postal Service calls these stamps "commemorative" stamps because they honor the memory of significant people, places, and events. People on the Citizens' Stamp Advisory Committee select 24 different stamp subjects each year from proposals submitted by individuals and groups. Commemorative stamps have included Martin Luther King, Jr.; Norman Rockwell; Legends of the West; and the Moon Landing.

MAKE IT/DO IT

- Invite students to design their own commemorative stamps. Encourage them to list at least three reasons why their subject should be considered for a stamp.
- Send your students' ideas to Washington! For information, write to: The Citizens' Stamp Advisory Committee, c/o Stamp Management, USPS, 475 L'Enfant Plaza SW, Room 4474E, Washington, DC 20260-2437.

r thought



SUGGESTED ART TECHNIQUE

- Once foods are drawn or cut out into specific shapes, outline the edges of the designs with washable markers. (Experiment with scented markers and crayons, too!) Use a paintbrush to spread water from the marker outline to the center of the cards, creating soft washes of color. When they are dry, add dimensional details, like apple seeds for apple slices.

MAKING CONNECTIONS

- Address cards by name to the cafeteria manager and school food-service workers. Cards serve as a "thank you" or a "please, could we have..."
- The cards can be stored in a class "Food File."

BOOK SUGGESTIONS

- *The Edible Pyramid: Good Eating Every Day*, Loreen Leedy; *Eating the Alphabet: Fruits and Vegetables from A to Z*, Lois Ehlert.

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writers

OBJECTIVE: *Student "space travelers" create personal communications about their out-of-this-world experiences.*

What to Do

- Have students work in small groups to formulate questions about space. Groups should then research answers to the questions, possibly by writing to request information from the National Air and Space Museum or from a local planetarium.
- After gathering information, groups can compile what they have discovered and share the information with other groups.

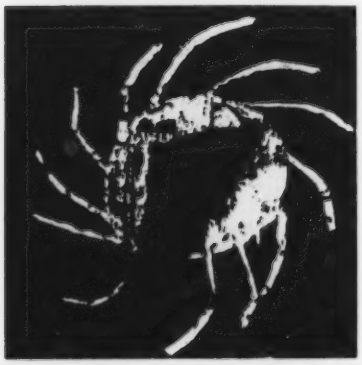
COMMUNICATION IDEAS

- Individuals or groups might create "Star Logs," diaries written by student "astronauts" as they explore our Solar System or galaxy. They might also write cards or letters from space, reporting their observations back to Earth.

- Students can illustrate their logs or letters.
- Students might also choose to describe in detail one or two physical features of a star or planet they visit. They can create a chart comparing information about a distant star or planet with our sun or Earth.

SUGGESTED ART TECHNIQUE

- Simulate the spectrum of the cosmos by covering the front of cards, letters, and Star Logs with brightly colored chalk. Paint over the entire surface with black or blue finger paint. While it's still wet, pull a small scrap of cardboard through the paint, revealing the colorful underlayer in starburst shapes, comet trails, and constellations. Add glitter glue for additional outer space effects.



MAKING CONNECTIONS

- Cards or Star Logs might be sent to the National Air and Space Museum in Washington, D.C., or to a local planetarium. They could be displayed in school or sent to students' families.
- Students could use the cards as decorations or invitations for a space party.

BOOK SUGGESTIONS

- *Postcards from Pluto: A Tour of the Solar System*, Loreen Leedy; *The Magic School Bus Lost in the Solar System*, Joanna Cole.

bridging boundaries

OBJECTIVE: *Students imagine they're states or countries and create first-person messages to the class.*

What to Do

- You can start by having students choose a state or country to investigate. To make the investigation more personal, they might want to choose places that have special meaning for them, such as states they've visited or the countries where their grandparents were born.
- Next, students should find out important information about the places they have chosen, including special attractions, geographical features, and state symbols.
- To help them in their research, students can use reference books, talk to friends and relatives to personalize their findings, and write to appropriate organizations, such as a state department of tourism or to countries' UN representatives or consulates.

COMMUNICATION IDEAS

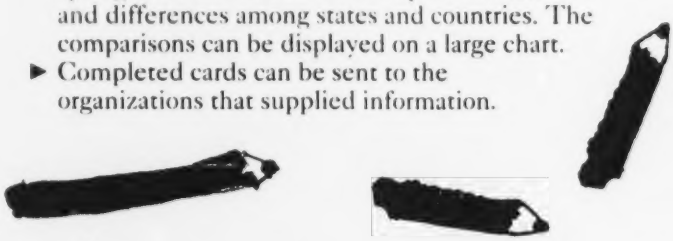
- When students have completed their research, they can make cards in the shapes of the states or countries they have chosen.
- Inside, students can write a first-person message—rhyming, persuasive, boastful—from their states or countries to the class, highlighting special physical or historical features: "If you're looking for tall, my Alps have it all." Students can disguise their states' or countries' names by putting them on the backs of the cards, for instance. For each country, words and phrases of the language can be incorporated.

SUGGESTED ART TECHNIQUE

- Once cards are cut out in the shapes of states or countries, highlight the edges of the cards with watercolor pencils. With a paintbrush, brush water from the outline to the center of the cards, creating soft washes of color. Add cities and points of interest with pencil tips once the cards are dry.

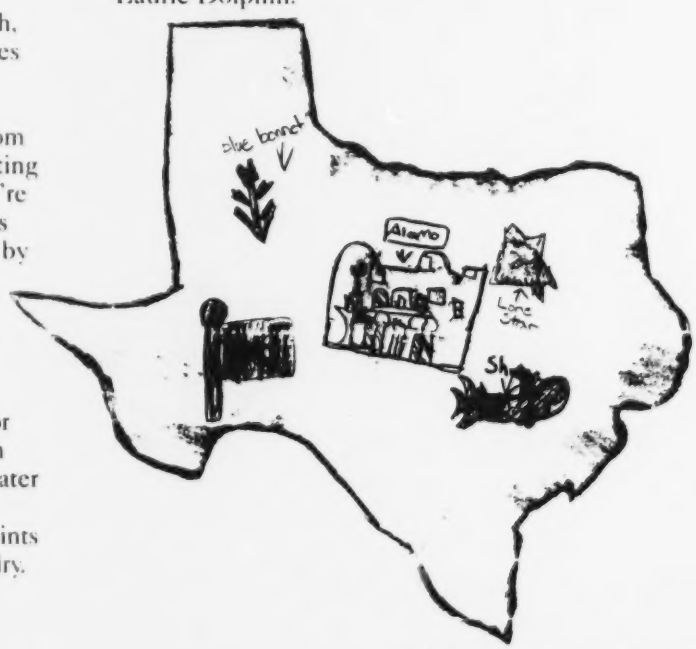
MAKING CONNECTIONS

- When they have completed this activity, students should swap cards and see if the recipients can identify the states or countries without consulting a map or the back of the card.
- This activity can be used in the classroom as a springboard for students to compare similarities and differences among states and countries. The comparisons can be displayed on a large chart.
- Completed cards can be sent to the organizations that supplied information.



BOOK SUGGESTIONS

- *From Sea to Shining Sea*, Amy L. Cohn; *Families the World Over* series, Lerner Publications; *Georgia to Georgia: Making Friends in the USSR*, Laurie Dolphin.



welcome to our world

OBJECTIVE: *Students will create cards to make visitors feel welcome to their school.*

What to Do

- Start off by talking with students about what makes them feel at home in a new place—a warm greeting, a friendly wave, a personal tour.
- Next, discuss how to translate some of these feelings into cards for visitors to the school. Indicate places of particular interest and make personal comments on a map.
- Mapmaking can involve estimating and measuring.

COMMUNICATION IDEAS

- Cards should include maps (indicate and estimate distances) and areas of personal importance to individual students. ("That's where I have gym!") Encourage students to incorporate words of welcome in other languages, if appropriate.

SUGGESTED ART TECHNIQUE

- Welcome visitors with "gatefold" cards, created by folding in the short ends of a rectangular paper and having edges meet in the center. Each "gate" opens at the center, revealing a greeting inside the card. Use color-over-color markers to draw a scene or map on the card front; inside, illustrate particular points of interest or a welcome message.

MAKING CONNECTIONS

- When students are finished, they can share the cards among themselves and then send or give them to visitors.
- If no parent visits are scheduled, suggest that students bring cards home to encourage visits.

BOOK SUGGESTIONS

- *Iggie's House*, Judy Blume; *Magic or Not?* Edward Eager.

very special delivery

CHALLENGE: As a postal carrier, you've pledged to deliver the mail through rain, sleet, snow, and gloom of night—but that's just for starters! Imagine delivering a birthday card to someone living on an Alaskan island, or an important letter to a family living hundreds of feet down in the Grand Canyon. How is your own mail delivered? Will that method work everywhere? What other delivery methods could you use to fulfill your postal pledge?

SOLUTION: The U.S. Postal Service has tried many methods to make sure mail is delivered to people wherever they live. Since 1775, the Postal Service has experimented with hot-air balloons, missiles, horses, camels, and dogsleds. Still in use are boats, trains, planes—and the mule train that delivers mail to 525 Havasupai who live below the rim of the Grand Canyon in Supai, AZ.

CHALLENGE: As a postal carrier in 1860, you're assigned to deliver mail throughout the West. Remember that the plane and car have not yet been invented, and the railroad does not yet reach every part of the country. What sort of obstacles will you face? How will you cover vast distances quickly?

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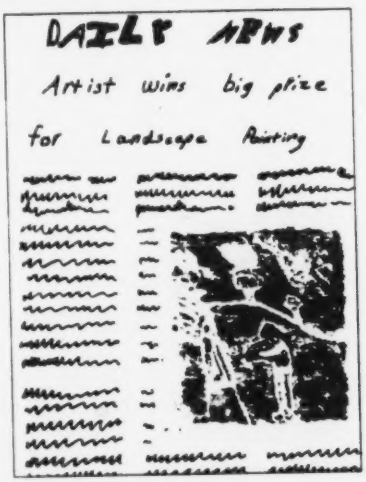
you make the headlines

OBJECTIVE: *Students will interview each other and then create cards for sharing the "news" they have learned.*



What to Do

- Pair up students to interview each other; then model an interview with a student volunteer. Have on hand a supply of local newspaper headlines for reference.
- Students should take turns asking each other about their current interests and aspirations for the future. Suggest starter questions such as "What do you want to be when you grow up?" or "Do you think any of your hobbies will turn into a career?"

COMMUNICATION IDEAS

- Using the material from their interviews, students can create cards featuring newspaper-style front pages incorporating information about present or future achievements, such as "Jefferson Student Enrolls in Cub Scouts!" or "Former Bellport Little Leaguer to Pitch in World Series."
- Inside the card, the writer should congratulate or compliment the subject with a me-to-you message.

SUGGESTED ART TECHNIQUE

- Create card headlines freehand or with letter stencils and black markers. To simulate the "dot" quality of newspaper photos, draw a picture onto a supermarket foam food tray. Color the drawing with markers and press onto a slightly damp piece of paper. Cut out the image and attach to the front of the card. Add photo captions with fine-line markers and "feature" headlines in a variety of bright colors.

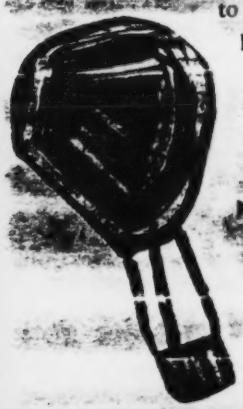
MAKING CONNECTIONS

- Each interviewee might receive a card that becomes part of a class scrapbook. Or cards might be displayed in class.
- The students' aspirations can also lead to other correspondence; for example, someone who hopes to become a dancer might write to a professional dancer.

BOOK SUGGESTIONS

- Many books about future careers are available, including *Women In Space*, Carole S. Briggs; *And What Do You Do? A Book About People and Their Work*, George Ancona; *Girls Can be Anything They Want*, Patricia Foote; *A Day in the Life of a Rock Musician*, David Paige.

SOLUTION: For 18 months, starting in 1860, mail was delivered to western states by the Pony Express, a group of rough-and-ready riders who pledged to "face death daily," if necessary, to complete their work. Riders carried mail by horseback, until the telegraph provided communications more safely and efficiently.



MAKE IT/DO IT

- Ask your students to create individual mailboxes or one large mailbox for the entire class. Use the boxes for in-school correspondence between classes or grades, or for correspondence generated through *Creative Exchange* lessons.

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recycle me

OBJECTIVE: *Students will describe and illustrate one step in the recycling process in the form of a card.*

What to Do

- Start by discussing recycling. Make sure students understand how materials such as glass, paper, and aluminum get recycled.
- Groups should select materials, such as glass, paper, aluminum, and various plastics. The goal of each group is to break the recycling process into a series of steps, with each student in the group assigned one step to research.
- Students might write to local recyclers, manufacturers, or environmental organizations.
- When the research has been completed, students should make detailed lists of what they have found out, as well as drawings of each step.

COMMUNICATION IDEAS

- Each student can create a card that explains a step in the recycling process—from the point of view of the material: "My Day in the Shredder"; "Starting My New Life as a Carpet."
- Students then put the completed cards in sequence to create a step-by-step description of the recycling process of a particular material. An aluminum-can group would produce cards describing each of the following steps: being collected; crushed; shredded; cleaned; molded into ingots; and made into new aluminum cans. The plastic-milk-container group could feature grateful cards from a park bench or a fence post made from recycled plastic milk jugs.

SUGGESTED ART TECHNIQUE

- Create card collages that reflect the various stages of product recycling. Strips of newspaper demonstrate the shredding process, and a mound of bottle caps or metal pull tabs can stand for the collection process. Product labels and cut-outs from ads can be folded, crumbled, ripped, and glued to cards to illustrate other recycling steps.

MAKING CONNECTIONS

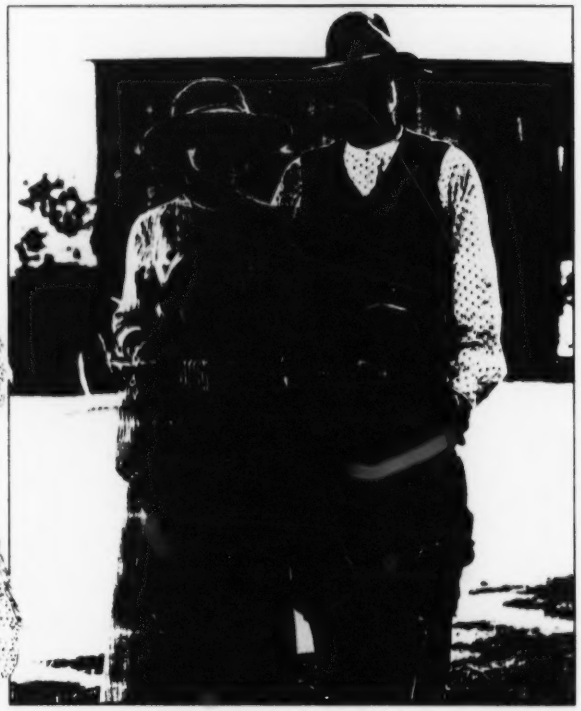
- As part of a schoolwide or in-class environmental awareness campaign, cards can be numbered and displayed to show the steps in recycling.
- Copies of cards can be sent to environmental or recycling organizations.
- Students can give presentations explaining or acting out the recycling steps. (They might even dress up as their materials!)

BOOK SUGGESTIONS

- *Cartons, Cans, and Orange Peels*, Joanna Foster; *Recycle*, Gail Gibbons; *The Great Trash Bash*, Loreen Leedy; *How Paper Is Made*, Neil Curtis and Peter Greenland.

family focus:

sarah,



OBJECTIVE: *Students focus on family relationships and communications by extending the correspondence in this popular children's book.*

What to Do

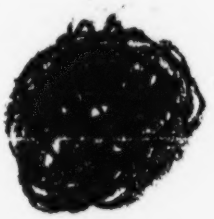
- As a class, read Patricia MacLachlan's book or view the *Hallmark Hall of Fame* video *Sarah, Plain and Tall*. If time permits, you might also read or view *Skylark*, the sequel. Talk about the ideas and themes in the stories: the use of farmland and seashore as backdrops; the way in which the characters' relationships grow and deepen.

COMMUNICATION IDEAS

- To extend the correspondence between the characters Jacob and Sarah, students can write letters "in character." They might also create correspondence between other characters, such as Caleb and Sarah, or Sarah and Anna, for example.
- Students might also create "mail-order" descriptions of ideal friends and then write letters between themselves and the "applicants."
- Students could create a dialogue between Sarah and a natural feature (such as the ocean), describing Sarah's feelings about her old and new homes.
- Students might write journals from the points of view of different characters, expressing their feelings about incidents in the stories. They could also write a play, extending the story.
- Use the story as a springboard for a discussion about parenting. Students could create Mother's Day or Father's Day cards from Caleb or Anna to Sarah or Jacob, or from themselves to special people in their lives.

SUGGESTED ART TECHNIQUE

- Provide a keepsake place for correspondence with large paper envelopes decorated with prairie and sea motifs suggested by the story. Cut out nature motifs from construction paper and glue them to the envelope, highlighting details with markers. Use color-over-color markers to create vivid backgrounds.

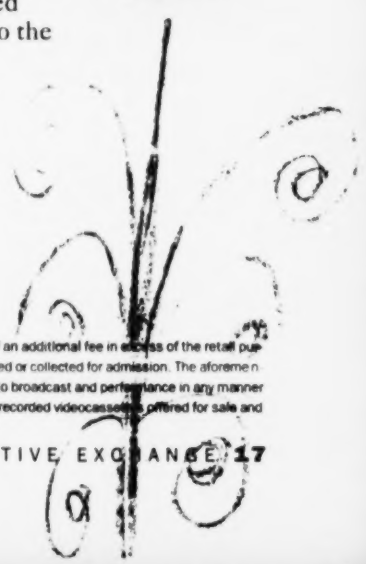


MAKING CONNECTIONS

- The correspondence could be displayed in class or in the school library. Selected examples could be sent to the author, Patricia MacLachlan.

BOOK SUGGESTIONS

- *Dear Mr. Henshaw*, Beverly Cleary; *Dear Annie*, Judith Caseley; *Truman's Ant Farm*, Jama Kim Ratigan.



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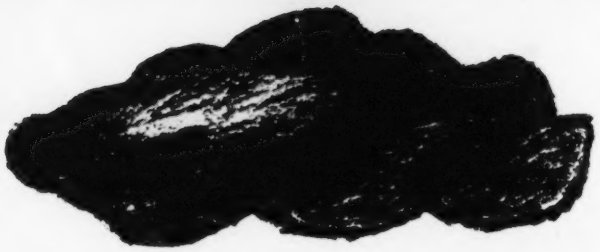
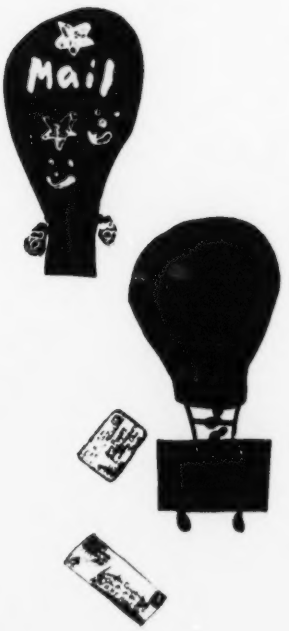
Hallmark Hall of Fame





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